

A MESSAGE FROM THE DIRECTOR

## Sexual Assault on Campus and AOD Prevention by William DeJong

It was a commonplace but still troubling headline: "Woman Is Suing in Assault at Fraternity." The woman, a 20-year-old premed honors student at the University of Massachusetts, reported to Amherst police that her attacker pushed her into a basement bathroom, locked the door, forced her to engage in oral sex, and then attempted to rape and sodomize her, according to a report in the *Boston Globe*.

The woman is suing the fraternity, Sigma Phi Epsilon, for failure to provide adequate security. The party itself, according to the woman's lawyer, was a "big, brawling party," with more than 100 people. The alcohol was free. No one checked IDs, and no one monitored the door or provided other security measures.

The *Globe* story does not say whether the woman who was attacked had been drinking or using drugs. Perhaps the reporter failed to ask about it because, from a legal standpoint, whether the woman in this case was drinking or using drugs is most likely irrelevant. Or perhaps the reporter, a woman, thought that even raising the subject would smack of "blaming the victim" and was off-limits.

Whatever the reason, omitting this aspect of the story is problematic. If we want to prevent sexual assault, isn't it essential to look at all the factors involved, including possible alcohol or other drug use by the victim? A recent report issued by Columbia University's Center on Addiction and Substance Abuse (CASA), "Substance Abuse and the American Woman," spoke about the need to "lift the curtains of denial" that have hidden the problem of women's substance abuse. That applies as well to news accounts of sexual assaults on campus. Unless we make women students aware of the facts, how else can we convince them of the danger in which alcohol and other drug use can place them?

Reaching individual students with this information is important, but reducing sexual violence among

students will require a more comprehensive approach. College administrators, faculty, and students are justifiably worried about the level of sexual violence on campus, much of which is alcohol-related.

Many schools are responding with a variety of date rape prevention programs, including attendance at compulsory presentations during student orientation, awareness weeks, and distributing student educational materials, typically brochures or flyers.

The focus of these efforts has been on raising awareness of the problem and identifying the steps that

individual men and women should take to avoid dangerous situations. This is a problem that can be prevented, however, not only by the actions of individual students who seek to protect themselves but also by the actions of students who work together to change the campus environment

and social norms about drinking.

The key to making this happen is to channel student anger about sexual violence into a broader concern about alcohol consumption on campus. The frequency of this crime underscores the need to move beyond dealing with individual students who have problems with alcohol to more sweeping policies that change the social, legal, and economic environment in which students make decisions about their drinking behavior, including hosting large parties that get out of control.

*William DeJong, Ph.D., is the director of The Higher Education Center for Alcohol and Other Drug Prevention and a lecturer on health communication at the Harvard School of Public Health.*



## Drug Alert

Hoffmann-La Roche, the Swiss-based pharmaceutical house that manufactures Rohypnol, a sedative banned in the United States but legal in many other countries, has started an ad campaign titled "Watch Your Drink." In what has been termed "roofie rape," unsuspecting women are slipped the drug in a drink and become dizzy and disoriented. They then pass out and have little or no memory of what happened, including cases of sexual assault.

According to an article in the *Chronicle of Higher Education* (June 28, 1996), reports of suspected Rohypnol-related date rape have sprung up on campuses from the University of California, Los Angeles, to the University of Florida.

Increasing reports of problems related to the use of Rohypnol, known as the "date-rape drug," have lead the U.S. Drug Enforcement Agency (DEA) to ask that it be placed in the same category as heroin, cocaine, and LSD.

According to DEA spokesman Jim McGivney, before recommending reclassifying Rohypnol, the agency documented more than 2,400 federal, state, and local criminal investigations involving the drug between 1993 and March 1996.

The drug is most prevalent in Florida, Texas, and California, but officials fear that its use is increasing. The *Chronicle* reports that police at large universities in those states say they've heard about the drug, although most say they've had no or only a few reports of its use.

Maggie Gerald, coordinator of the Victim Advocate Program at the University of Florida Police Department, told the *Chronicle* that she first heard about the drug a year ago. Since then, she said, many students have come forward to tell about using it, and 20 to 25 women have reported blackouts that made them suspect they had been drugged. Victim advocates at other public universities in Florida have said that their students are also using the drug, she adds.

# Promising Practices on Five Campuses

by Maggie Cratella

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug (AOD) Prevention selected five institutions in the 1994-1995 Search for Exemplary Campus-Based Alcohol and Other Drug Prevention Programs. Nominations were sought from among all institutions of higher education (IHEs) throughout the United States. Programs were judged against the criteria that follow:


**Documentation:** documented effectiveness in reducing student AOD use or in improving the operations or quality of services provided.

**Replicability:** appropriateness of the program (or an adaptation of it) to a large number of other IHEs.

**Cost efficiency:** reasonable costs for the services delivered, with demonstrated financial accountability.

**Accessibility:** willingness of program staff to provide information to the Center and others.

The following five campuses demonstrated a breadth and depth of programming; an explicit evaluation strategy meeting a minimum requirement of trend data and positive changes in knowledge, attitudes, and behaviors; an institutional commitment to their efforts; and an ability to meet the needs of special subpopulations on campus while still addressing overall community prevention efforts.

The State University of New York (SUNY) at New Paltz lies midway between metropolitan New York City and Albany, the state capital. Its popularity and academic reputation have increased over the past several years through a concerted effort to change its party-school image to one of an institution of intellectual rigor and social discipline.

The Options Program, under the leadership of Robin Cohen, assistant dean of students for student development, and Raymond Schwarz, assistant vice president of student affairs, is an important part of that effect. The program is based on a broad preven-

tion philosophy that includes a service learning model and takes a harm reduction approach to AOD problem prevention. This model posits that free time is a risk factor for student AOD use. By building linkages between the campus and the local community, the program fosters opportunities for personal development and places students in local volunteer and paid jobs.

Cohen and her staff believe that "taking the backdoor approach to prevention" rather than one based on strict behavioral limits has helped widen the horizons and opportunities for students at SUNY at New Paltz.

Northern Illinois University (NIU) has a student population of 23,000. Under the direction of Michael Haines, staff at NIU's Health Enhancement Services implement various prevention strategies to address AOD-related problems. Its primary prevention approach is a broad-based media campaign aimed at reducing binge drinking. The campaign is based on a social influence model and uses social marketing methods in a variety of media interpersonal interventions to deliver accurate information aimed at reducing alcohol-related harm to students.

Since the multifaceted program began in 1989, NIU has reduced binge drinking and alcohol-related harm by more than 30 percent. Other prevention efforts are conducted and supported by campus departments. For example, students can opt to live in alcohol-free residence halls; prevention information is part of the university's Get Acquainted Packet for incoming students; and the Programming and Activities Office presents educational sessions to fraternities and sororities.

According to Haines, this environmental approach to AOD prevention is "essential to the university's academic mission by keeping students in school... graduating to become healthy and productive role models and citizens."

# Promising Practices (continued)



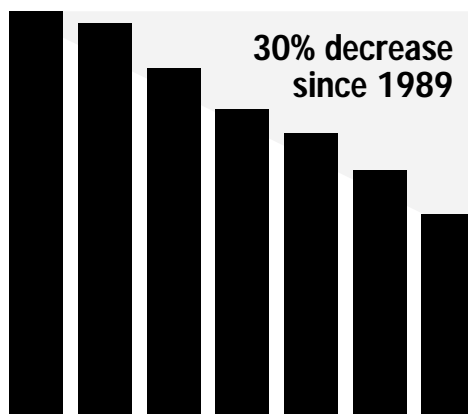
The University of Oregon is located near the city center of Eugene.

Because of its proximity to the city center, university activities often attract high school students and other community members. Because campus social events are interwoven with those of the larger community, AOD use by underage students is a joint campus and community concern, prompting the convening of a campus-community task force to address AOD-related problems.

Prevention efforts on campus are a result of decentralized coalitions and projects created to address AOD-related issues that come to the attention of prevention staff. These projects are administered by Linda Devine, associate dean of students and AOD coordinator. Prevention staff provide support to a cadre of trained student mentors.

One program developed through campus coalition efforts is the Building Community Freshman Seminar Program. The original project, funded by a FIPSE grant, was a collaborative effort developed by faculty, administrators, and staff as an adjunct to the undergraduate curriculum. They designed a course aimed at fostering social ties for incoming undergraduates as well as addressing issues related to students' AOD.

## NIU Binge Drinking & Alcohol-Related Harm



Other activities initiated by students affiliated with the Building Community program are the Ballroom Dance Club, Blues Without Booze, and Fun Without Drunk, all campuswide AOD-free activities. According to Devine, the University of Oregon's coalition approach allows "more [to be] accomplished with fewer resources... and begins to institutionalize a prevention-oriented mind-set within the campus community."



The University of Missouri at

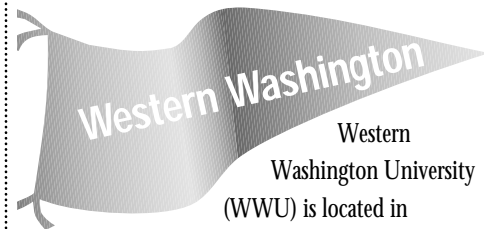
Columbia is located in a small town surrounded by a rural agricultural region. Campus-based prevention efforts have routinely been the result of coalition building and collaboration, and those efforts have expanded to include the surrounding community.

The University received its first FIPSE grant six years ago, creating Project ADAPT (Alcohol and Drug Abuse Prevention Team). A dedicated group of peer educators comprises the workforce and energy behind ADAPT's programming. Peer educators work with students to promote a positive, nonjudgmental attitude toward wellness and use a harm reduction approach to AOD use. One of the featured projects of ADAPT is its "Don't Cancel That Class" program: If a professor is ill or is absent for other reasons, peer educators go into classrooms to facilitate a discussion on AOD issues.

Over the past several years, ADAPT has expanded its prevention efforts to make them campus- and communitywide. When its last FIPSE grant ended, the university fully funded the expansion of ADAPT and a Wellness Resource Center. ADAPT has received a small grant from a local group, called Community 2000, to conduct a study on where, when, and why students drink at Columbia bars.

Kim Dude, assistant director of student life, advocates for student involvement in all aspects of prevention. Collaboration with academic departments as well as those within student affairs is important for an ongoing "seamless" prevention

effort. She says that the most important group to collaborate with is the students.



Western Washington University (WWU) is located in

Bellingham, a small coastal town in the northwestern part of Washington State. With two-thirds of its students living off-campus in local rental housing, WWU makes significant efforts to build bridges and find common ground with the surrounding community. The university's commitment to wellness and AOD prevention also has the highest levels of executive and administrative support.

WWU received its first FIPSE grant in 1993, and launched the WE CAN program. Through the use of a nontraditional, peer-based model and alliances with campus and local community members, the program strives to generate broad-based normative and behavioral change.

Under the leadership of the Wellness Center Director Pat Fabiano, WWU has trained 150 student lifestyle advisers to serve as "health opinion leaders." These students promote campuswide discussions about the effects of AOD use on academic performance, personal relationships, health, and employability, as well as other health-related issues. These lifestyle advisers gave more than 9,000 hours of service to the campus community. The program was named Outstanding Wellness Project of the Year by the Washington Substance Abuse College Task Force.

In cooperation with a Whatcom County task force that includes representatives from campus, community, and licensed establishments, WE CAN has formed a Hospitality Resource Panel. It hopes to develop cooperative strategies for implementing responsible hospitality principles and practices "to reduce the harm from inappropriate use of alcohol."

*Maggie Cretella is a research associate with the Higher Education Center.*

## Success Stories:

# Curriculum Infusion on Two Campuses

by Ron Glick

The Network for Dissemination of Curriculum Infusion (NDCI) at Northeastern Illinois University in Chicago recently completed an analysis of successful curriculum infusion programs. Based on a study of all FIPSE-funded programs that carried out curriculum infusion between 1989 and 1993, NDCI selected five exemplary programs. An additional 11 colleges and universities received honorable mention certificates for their work on curriculum infusion for alcohol and other drug prevention.

This article describes the curriculum infusion work of two of the exemplary programs selected by NDCI. They are Shenandoah College in Winchester, Virginia, and Colorado State University in Fort Collins, Colorado.

### Shenandoah College

Shenandoah College has an enrollment of 1,400 residential and commuter students. By October 1995, when NDCI concluded its analysis, 26 Shenandoah faculty were integrating prevention content into courses across the curriculum and additional faculty were being added to the curriculum infusion group. Prevention content had been assigned for courses in nine departments from four divisions of the university and reached 700 students per academic year. Courses included biology, anatomy and physiology, business and management, psychology, philosophy, occupational therapy, education, and dance.

In many cases, the prevention content designed for courses at Shenandoah is similar to the approaches of faculty at other institutions with curriculum infusion programs. For example, in anatomy and physiology, a course required of many Shenandoah students, the instructor integrated information on the physiological harm of alcohol and other drugs. In other cases the prevention content was highly creative. **In the dance course, for example, students wrote poetry about their experiences with and perceptions of the effects of alcohol and other drugs, choreographed their poetry and performed before fellow students.**

The experiences at Shenandoah College illustrate why development of effective curriculum infusion programs take time. There was a snowball effect as faculty learned of curriculum infusion from their colleagues and from the successful campus marketing of program director Judy Landes. She kept faculty informed of their colleagues' success in integrating prevention content with their courses.

In fall 1993, shortly after FIPSE funded the college for curriculum infusion, only one faculty member was involved. By April 1995, 12 faculty had developed prevention modules. At the time of NDCI's site visit in October 1995, the number was 26 and growing.

When NDCI staff met with 10 faculty members participating in curriculum infusion, they offered a number of reasons for their involvement, including the \$500 incentive for completing a write-up of their prevention module. But that wasn't the only reason cited, and for many faculty the money was not the most compelling incentive. Other reasons included the positive influence of the program director, personal encounters with alcohol and other drugs, a desire to help students, and a belief that the prevention content strengthened their courses.

Shenandoah's vice president for student affairs, William Berghaus, Ph.D., said, "This is the first time in my more than 20 years in higher education that I've seen faculty involved and enthused about this issue. They've become more sensitized. It's exciting to see."

Berghaus was pleased to see positive student responses and believes that curriculum infusion is more effective than receiving anti-substance abuse messages through student affairs programming. According to Berghaus, Shenandoah did not have a history of work between student affairs and academic affairs. "This is a real breakthrough," he said.

### Colorado State University

Colorado State University (CSU) is a residential campus with 20,000 undergraduate and graduate students. Curriculum infusion at CSU has involved 41 faculty members teaching 35 sections in 22 courses. Prevention content has been integrated with

courses in 19 departments across five divisions of the university: agriculture, business, natural sciences, forestry and liberal arts. In an academic year more than 2,900 students attend classes with prevention content.

While half the faculty involved in curriculum infusion at CSU developed the prevention content for the courses they teach, a distinctive feature of the program is the active involvement of program coordinator Maureen Conway in the design and delivery of alcohol and other drug prevention curricula.

In some courses, Conway serves as the guest

lecturer, delivering prevention content

she has designed to fit a course. For example, her presentation in a business and management course provides information on losses in productivity attributable to alcohol and other drug use and the role managers can play in treatment

and prevention.

In other cases, she co-teaches course sessions devoted to prevention. She serves as the "client" in graphics arts classes where students design prevention campaign posters in response to her description of alcohol and other drug problems among students.

The experience of CSU indicates the potential impact of prevention personnel who know and work well with faculty members. Some told NDCI staff that they became involved in curriculum infusion because of their relationship with the program coordinator, who had been a guest speaker in their courses or to whom they had referred students experiencing alcohol and other drug problems.

Participating faculty also indicated that they got involved because prevention information strengthened the curriculum as well as helping students. A small incentive—a \$125 gift certificate—was provided to faculty who carried out curriculum infusion at Colorado State.

CSU has not conducted formal pre-post testing of curriculum infusion. However, faculty members interviewed by NDCI staff offered examples of favorable outcomes. They pointed to students who came to them for help and were referred to counseling as a result of alcohol and other drug information included in their courses. Other students said that the prevention curriculum had affected their deci-

***The money was  
not the most  
compelling  
incentive.***

# Curriculum Infusion (continued)

sions about using alcohol and other drugs. One instructor reported a change in both faculty and graduate student attitudes toward binge drinking. Following integration of prevention content in the curriculum, alcohol and other drug use by students was seen as a problem and taken seriously.

Colorado State's two assistant vice presidents for student affairs indicate that an additional factor contributing to the success of curriculum infusion on that campus is the use of curriculum infusion to address other issues, such as gender and diversity. They also point to a history of collaboration between student affairs and academic affairs at CSU.

At commuter colleges and universities, where students have little time for extracurricular activities, curriculum infusion is the most effective way to reach a significant number of students. Conway notes a similar experience at CSU, where it was often difficult to gain participation in student affairs prevention programming. She also emphasizes that CSU students are more focused and thoughtful in the classroom, and therefore more receptive to prevention messages. The experience of CSU illustrates the value of curriculum infusion at a large residential university.

NDCI will publish a monograph on its analysis of successful curriculum infusion programs this fall. A set of video materials introducing the curriculum Infusion process and video materials on faculty training for curriculum infusion are available for purchase from NDCI, which also conducts workshops and consultation for the development of curriculum infusion programs in higher education. For additional information, contact the Network for Dissemination of Curriculum Infusion at Northeastern Illinois University, 5500 North St. Louis, Chicago, Illinois 60625; tel.: (312)794-6697.

Ron Glick is a professor of sociology and the director of the Network for Dissemination of Curriculum Infusion at Northeastern Illinois University.

# Center Publications



## Order at no cost

The Higher Education Center has a number of publications in its inventory that are available at no cost to those working at colleges and universities. In addition, most publications are also available on our Web page, and can be downloaded for use on your campus. The following publications in inventory may be of particular interest.

## Bulletins, Guides, and Flyers

*Alcohol and Other Drug Prevention: A Bulletin for Fraternity and Sorority Advisors* (bulletin, 39 pages). This bulletin is directed at the specific audience of Greek life advisors.

*Binge Drinking on Campus: Results of a National Study* (bulletin, 8 pages). This publication presents the finding of the Harvard study on high-risk drinking by students at four-year colleges and universities. It presents information in a clear, concise manner.

*Preventing Alcohol-Related Problems on Campus: Substance-Free Residence Halls* (bulletin, 30 pages). This bulletin is directed at chief housing officers and directors of residence life and provides advice on how to establish substance-free housing.

*C<sup>3</sup>RBS's Special Event Guidebook* (See article on page 7.)

*Preventing Alcohol-Related Problems on Campus: Alcohol Impaired Driving* (guide, 71 pages). This publication presents information on alcohol-impaired driving and includes a range of strategies and responses specific to colleges and universities.

*Prevention Update: Responsible Hospitality Programs* (2 page flyer)

*Setting and Improving Policies for Reducing Alcohol and Other Drug Problems on Campus: A Guide for School Administrators* (guide, 114 pages). This guide provides a comprehensive overview of the policy-setting process at IHEs and includes recommended policy strategies.

*The Environmental Assessment Instrument: A New Tool for Targeting Substance Abuse Prevention in Higher*

*Education* (current research summary, 12 pages). This publication summarizes the work of Lorand B. Szalay in developing the Environmental Assessment Instrument.

*Looking at Binge Drinking at Four-Year Colleges: User's Guide* (software and manual, 14 pages). This manual and software package is intended to help IHEs predict the rate of binge drinking on their campuses, based on a statistical model using data from the Harvard study.

## Periodicals

*The Law, Higher Education, and Substance Abuse Prevention*, Winter 1995 and Summer 1995 (newsletters, 8 pages). These two newsletters include information about legal issues surrounding alcohol and other drug use and problem prevention for colleges and universities.

*Prevention File: Alcohol, Tobacco, and Other Drugs*, Vol.11, No.2, Spring 1996 (magazine, 24 pages). This themed issue of the quarterly magazine published by University of California, San Diego focuses on prevention issues in higher education.

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## AMA Binge Drinking Project

The American Medical Association has embarked on a new national initiative to take aim at binge drinking among college students. Its Office of Alcohol and Other Substances, based in Chicago, will manage \$20 million in grant money for addressing two issues: alcohol prevention and binge drinking among young people on college and university campuses. Funding comes from the Robert Wood Johnson Foundation in Princeton, New Jersey.

Richard Yoast, Ph.D., will direct the new AMA project. Yoast was director of the Wisconsin American Stop Smoking Intervention Study (ASSIST). Prior to that he was the executive director of the Wisconsin Clearinghouse and Prevention Resource Center on Alcohol and Other Drugs.

When announcing the new prevention initiative, AMA board chair Nancy Dickey, M.D., said: "Binge-drinking by young people is a major public health program that we can no longer ignore."

The AMA commissioned a national poll last winter to ask about the drinking habits of Americans aged 18 to 30. The findings confirmed other national surveys: the level of drinking prevalent among young Americans is very high.

"When 40 percent of young Americans admit to excessive drinking and 20 percent to binge drinking—and when 20 percent of those who drink admit to driving drunk—we must take dramatic steps to safeguard the lives and health of our young people and to protect the society in which they live," Dickey said.

"Heavy drinking can cause or contribute to a number of problems for youth," said Steven A. Schroeder, M.D., president of the Robert Wood Johnson Foundation, "such as poor academic performance and school failure, assault, automobile accidents and resulting fatalities, recreational injuries, violence and risky behavior such as unprotected sex."

The AMA project has invited eight universities to apply for grants, each providing about \$150,000 annually for five years to address binge drinking among colleges and university students.

For additional information on the AMA project call Richard Yoast, director of the AMA Office of Alcohol and Other Substances, at (312) 464-4202, or e-mail him at [Yoast@ama-assn.org](mailto:Yoast@ama-assn.org).

6 *Catalyst*

## Consortia and Curriculum: Synergy and New Energy

by Peter Myers

Curriculum infusion is one of higher education's success stories. It involves those who interact daily with the student body—the faculty—and moves prevention out of a "student affairs ghetto" and into the mainstream of campus intellectual life, multiplying the prevention message many times over. Another success story in the decade of FIPSE has been the campus consortium, the virtues of which have been sung in these pages (see *Catalyst*, Vol.2, No.1, Summer 1996).

Some consortia have sought to put these proven activities together.

The Alliance database project identified seven examples of consortia-based curriculum infusion efforts. In New Jersey, a statewide campus prevention consortium has existed for about a decade with support from the New Jersey Department of Health,

Division of Addiction Services. The group applied for a FIPSE consortium grant for the sole purpose of adding a curriculum infusion component. It is implemented in three regions of the state.

I coordinated efforts in the Northern Region under the leadership of grant director Linda Jeffrey, Ph.D., of Rowan University, who is also the grant officer from the Department of Health. Each region developed local consortia under the now expired FIPSE grants, continuing their efforts with a small state subsidy.

That these local groups continue to prosper under a unified state umbrella is in itself terrific. But to tell the truth, you do start to run out of steam when you meet over and over for seven years. The counselors in our meeting were astounded when 14 faculty members arrived to discuss prevention. Readers of the *Catalyst* know how difficult it is to involve faculty. The consortium is the perfect context to involve the diverse individuals who have some interest in drug and alcohol issues, aside from addiction counselor training programs. Not surprisingly, counselors from the same colleges who were also at the meeting had never met faculty members.

I believe that the design of the project is crucial. Start from the top down by writing to each college president, who will hand your letter to the chief academic officer. Include incentives, such as a stipend or a chance to be included in a manual (a publication for promotion). Once these individuals meet faculty members involved in curriculum infusion, the intellectual give-and-take and the supportive environment will provide further reinforcement.

The New Jersey project also featured a training in the first year of the project from the

Network for Dissemination of Curriculum Infusion (NDCI), a national project supported by FIPSE (see page 6). A newsletter can help spread the word among more faculty in the second phase of the project. Some participants will continue with the consortium, adding manpower and energy. The indi-

vidual institutional efforts are strengthened.

In addition to using curriculum infusion to bring faculty members to prevention consortia, it could act as a motivation to start a new consortium where none had existed. I believe this has occurred in other settings, such as curriculum infusion of multicultural or gender issues. Prevention did not invent infusion; nor did it invent consortia.

Allow faculty to participate at various levels of involvement. Some will observe, participate in discussions, and increase their involvement in Year 2. Others will go the other way, putting in a lot of energy in the first year, and mentoring or attending meetings only occasionally in later years. Also, there is a tendency to involve mainly psychology and sociology faculty. But the impact of the curriculum infusion will be greater by involving other disciplines, such as English, history, and biology.

Peter L. Myers, Ph.D., is the director of the Addiction Counselor Training Program at Essex County College, Newark, New Jersey, and a regular contributor to *Catalyst*.

***It moves prevention out of a "student affairs ghetto" and into the mainstream of campus intellectual life.***

# Mind Your P's and Q's

by Jim Peters

Life should be measured in moments rather than years, for it is moments that define our relationships, our values, and our place in the community. For many, it is through social events and gatherings that these moments occur.

Celebrations for birthdays, graduations, awards, weddings, anniversaries, new jobs, promotions, holidays, and other milestones bring us together with family and friends. Our relationships with others are enhanced through these gatherings, and often we meet new people and establish a foundation for future celebrations of life passages.

The serving of beer, wine, and spirits is traditionally tied to these celebrations, and for many the consumption of these beverages enhances the experience. Some of our common expressions and customs have their roots in the drinking of alcoholic beverages. For example, the custom of “toasting” derives from a practice of putting bread into beer to enhance its flavor. As the host passed the beer from guest to guest, they shared the beverage. When the glass returned to the host, he would remove the bread and eat it, honoring his guests. While we no longer practice this ritual, the expression “toasting our guests” means celebrating their presence at our event.

For most of us, the responsible consumption of alcoholic beverages is something we learn so that we may enjoy the pleasurable effects without experiencing harm. For some, however, the inappropriate use of these beverages results in tragic moments and memories, including damaged or destroyed relationships or, even worse, injury or death related to intoxication.

Hosts of events and celebrations can play an important role in enhancing the experience of guests, and reducing the risk of harm. The moment of contact between the host and guest

can be a defining moment of prevention. By taking the proper steps in planning events, the host can simultaneously create a memorable and safe occasion. Again, custom defines this responsibility.

In the old tavern, the bartender kept a chalkboard behind the bar listing the pints and quarts of ale a customer drank. The tavernkeeper who minded his p's and q's did not lose any money. At the same time, the customer who was drinking too much or whose behavior was getting out of control was told to “mind your p's and q's” or “mind your pints and quarts.” Host responsibility is the practice of satisfying the needs of the guest for food and beverage but also creating

an environment that is safe and comfortable.

To aid in the process of responsible hospitality,

***Host responsibility is the practice of satisfying the needs of the guest for food and beverage, but also creating an environment that is safe and comfortable.***

the California Coordinating Council on Responsible Beverage Service (C<sup>3</sup>RBS) developed a 20-page event planner's guide. Presented in a checklist format, the *Special Event Guidebook* provides detailed information regarding the steps an event planner can take to control the abuse of alcoholic beverages and reduce the potential of someone being harmed and the resulting legal liability this can create. Divided into three sections—before, during, and near the end of the event—the guide incorporates common themes of host responsibility. (See box below)

The key question for event planners is whether they will serve alcohol at all. For some events, such as those where many participants may be underage, alcoholic beverages may be inappropriate or undesirable.

*Jim Peters is the executive director of the Responsible Hospitality Institute in Scotts Valley, California.*

## Suggestions for Safer Events

- Food service. Food slows the absorption of alcohol into the bloodstream and inhibits intoxication. Make sure that plenty of food is available, that it is easy to eat, and that it is served throughout the event.
- Alternative beverages. More than 40 percent of the adult population report that they abstain from alcoholic beverages. Always have plenty of adult alternative beverages available, such as nonalcoholic beers and wines, cider, juice, bottled water, and soft drinks. Be creative in your selection of alternatives, and when there will be underage people, use different glassware for alcoholic beverages to prevent the passing of drinks.
- Activities. Do not make drinking the focus of the event. Provide activities such as entertainment, dancing, and games. Set up the room so as to facilitate conversations and small-group gatherings. Arrange tables and chairs to encourage people to meet and talk.
- Discouraging intoxication. Establish a no tolerance policy for intoxication. Not only do people who become intoxicated increase your liability risk and

face harm to themselves or others, but also their behavior may offend your other guests, decreasing their enjoyment of your event.

- Youth access. If underage people will be at the event, involve them in planning, arrange special activities for them, and make plenty of alternative beverages available. Advise adults that providing alcoholic beverages to underage people not only is against the law but also creates risk of harm.

Copies of the C<sup>3</sup>RBS's *Special Event Guidebook* are available from the Higher Education Center for Alcohol and Other Drug Prevention. To request free copies, contact the Center (see page 5).

For more information on responsible hosting practices, get the Center publication *Prevention Update: Responsible Hospitality Programs*. This two-page flyer introduces concepts of responsible hosting at colleges and universities and includes descriptions of campus-based activities and a list of additional resources.



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Visit our resource room when you are in the nation's capital. The Center maintains a library resource room at:

Social & Health Services, Ltd. (SHS)  
11426 Rockville Pike  
Suite 100  
Rockville, MD 20852

Please call (301) 770-5800 for an appointment. SHS also houses NCADI, which also has a library you can visit.



# The Future of THE NETWORK

**FUTURE:** That period of time in which our affairs prosper, our friends are true, and our happiness is assured.

The Network is dependent upon volunteers, not only individuals but concerned institutions of higher education (IHEs). Its livelihood is the outcome of the work of dedicated members who believe that there is value in communicating mutual concerns about methods of addressing and resolving the issues related to reducing alcohol and other drug (AOD) use and abuse on their respective campuses. Network members also believe that this communication can be achieved effectively and economically. Finally, members agree that the totality of their effort is in the nation's interest and, consequently, closely related to national policy. More specifically, the Network is sponsored by the U.S. Department of Education Drug and Violence Prevention Program and coordinated with the Higher Education Center.

## Network Membership

IHEs become Network members through documentation from the campus CEO, or other senior member of the management team, that the institution is committed to the goals of the Network as promulgated through its guidelines. A second requirement is to provide the Higher Education Center with the name of a person who will serve as the campus representative.

The basic responsibility of the campus representative is to receive Network information and process it in the best interests of the campus and the Network. Network membership admits the campus into the various communication lines providing information about AOD workshops, conferences, meetings, recent research reports, other data, and newsletters.

The Network and campus administration representative decide on the level of participation by both. The Network is divided into regions in order to be as responsive as possible to regional campus interests. To advance these interests, the campus representative may wish to become active in various leadership opportunities. Such opportunities include, but are not limited to, serving on committees to plan conferences or address issues, serving on steering committees, and serving as a regional coordinator. Institutions support and assist campus personnel in these roles.

## Current Uncertainties

Uncertainties created by the launching of the Higher Education Center and budgetary issues creating downsizing have contributed to a loss of momentum by the Network recently, but at this writing it is adjusting to these matters. The new contractor for the Center has assumed responsibilities with enthusiasm and embraces Network activities. The Network is involved in redefining its role in view of these unfolding realities.

## New Technology and the Network

Another important development since the Network began is the increasing use of technology for sharing information through such techniques as television downlinks that permit "sky classes" and "television conferencing." The use of the Internet permits access to the Library of Congress and many campus libraries as well.

Yet, some IHEs—for example community colleges—depend solely on regional activities such as networking and newsletters for AOD information. The Network is sensitive to these IHEs and is available to provide students, faculty, and staff with up-to-date AOD information. Despite the excitement generated by these new communication channels, it is very unlikely that any of them will supplant the effectiveness of in-person, face-to-face conversions.

The Network has discovered through its myriad meetings over the years that small "drive-in" meetings are the most productive and apparently satisfy participants. This type of meeting is economical; provides for open discussion, problem solving, and sharing of information; and, perhaps most important, can be arranged on relatively short notice and done frequently and inexpensively. Such meetings are often theme- or topic-focused.

## Network Flexibility is Important

Another distinct advantage of the Network's approach to addressing campus AOD issues is its ability to be self-correcting. As new knowledge and new realities surface, it can readily adapt this information to develop or amend policies, principles, and strategies. The Network came into existence in response to a need for self-regulating initiatives capable of addressing the campus environment. It was a recognition that the nation's colleges and universities and the locales in which they are established are by no means monolithic.

# NETWORK OF COLLEGES AND UNIVERSITIES Committed To The Elimination Of Drug And Alcohol Abuse

## Network Effectiveness

A particular strength of the Network is the ability to assist neighboring members by translating new information or directives into practices responsive to the local scene, delivered by local individuals. A recent example of the potency of the regional coordinators and their volunteer efforts in one region was a result of their work and that of other members of the steering committee. Network members contacted more than 3,000 campus personnel interested in AOD prevention. This occurred following a single conference, with subsequent meetings, workshops, and quarterly newsletters. A further result was the establishment of AOD consortia throughout the region.

## Network Funding

Currently, the U.S. Department of Education, through the Higher Education Center, assists the 21 regions by providing them with modest financial grants. Typically, these funds are administered through a campus where the regional coordinator is employed. Funds are managed by the coordinator and subject to annual audits by the campus and the Center. Coordinators use these funds primarily to develop meetings and conferences within the regions. The funds also defray costs for newsletters and other correspondence. The value of these funds is multiplied many times because of the number of volunteers who make up the Network and the multiple partnerships that have developed over the years.

If the Network is able to continue its effectiveness, it is not impossible to envision its expansion to additional regions and/or states. But much remains to be done. Current grants to regions are not based on the number of colleges and universities in the region or on the number of students served. A more equitable distribution needs to be developed. The regional expansion became arrested as the Higher Education Center strove to gain identity and refine its mission and procedure. The result is that a few regions need to be reviewed because of their geographic size or population.

## Long-Range Planning

The completion of a long-range plan for the Network is essential. Now that the Higher Education Center appears to have its course charted and is well along in meeting the requirements of its contract, the Network has a far better notion of its relation to the Center and the U.S. Department of Education. It remains for these interrelationships to be articulated within a feasible blueprint for the future.

In the beginning, the Planning Group mirrored the membership of the Interassociation Task Force (a group of volunteers representing national associations closely pertaining to student affairs programs on college and university campuses and concerned with problems related to the consumption of alcohol by college students) and received endorsements from approximately 20 higher education associations. That relationship needs to be reexamined.

## National Conference

In its early years, the Network sponsored a national conference targeted to middle and upper campus management personnel. Recently, that conference was combined with the National Meeting for Drug Prevention Programs in Higher Education/FIPSE grantees. Attendees at the FIPSE national meeting were obligated to be present and their attendance was fully underwritten by their grants. The focus of the agenda was on AOD campus program directors and practitioners. Sessions were specifically designed to help personnel supported by the two-year grants. Consequently, the program was less attractive to campus managers and their attendance at the meeting declined.

## Staffing

Another item of importance is the recruitment and retention of personnel who serve as regional coordinators. Because the assignment is voluntary and the support of the individual's campus essential, this relationship must be unequivocal and explicitly stated.

As the Network nears the end of its first decade of existence, with nearly 1,500 colleges and universities as members, its operations need to be positioned for the future. The need for cost effective, self-correcting campus-based AOD programs are greater than ever. The Network's leadership, persistence, and grassroots connections play a very important role in enhancing these efforts. Nevertheless, the Network must address the preceding points as part of the process of adapting to the future. The present budget crisis and instability of government initiatives is challenging previous

methods of operation. The Network must continue to create new partnerships to sustain its future effectiveness. Its strength lies in the commitment of its membership.

*Lyle Edmison is co-chair of the Network Executive Committee.*

## California Coalition Targets Higher Education

The California Council on Alcohol Policy and the Trauma Foundation at San Francisco General Hospital, cosponsors of a statewide prevention coalition proposal to the Robert Wood Johnson Foundation, have reached out to the California Region of the Network.

Annette Padilla, M.P.H., with San Diego State University—a longtime Network member institution—is coordinating the higher education component for the proposal. She has secured cooperation from California Network regional co-chairs Judy Chambers (University of the Pacific) and Lyle Edmison (Cal State Hayward--emeritus).

The multifaceted proposal envisions training and program development support for college students, staff, and faculty and for community leaders. Also anticipated are media action, prevention policy development and enforcement, and measures to reduce high-risk alcohol promotion.

The Robert Wood Johnson Foundation will make a total of \$10.2 million available in 12 grants, ranging from \$0.5 to \$1.3 million over a four-year period. The aim is to reduce underage drinking and alcohol-related problems among youth.

## Network Welcomes New Members

California State University, San Bernardino, CA  
Coffeyville Community College, Coffeyville, KS  
D-Q University, Davis, CA  
Evergreen Valley College, San Jose, CA  
Fort Valley State College, Fort Valley, GA  
Gardner-Webb University, Boiling Springs, NC  
Lakeview College of Nursing, Danville, IL  
Marion Military Institute, Marion, AL  
Mission College, Santa Clara, CA  
Sierra College, Rocklin, CA  
University of California, San Diego, CA  
University of Puerto Rico, Medical Sciences Campus, San Juan, Puerto Rico  
Western Wisconsin Technical College, La Crosse, WI  
Wisconsin Lutheran College, Milwaukee, WI